

# Roundwood Park School



## KS3 English

### RPS English Department Mission Statement:

To deliver an authentic and meaningful English curriculum, that challenges our students by combining tradition with contemporaneity and that inspires our students to think critically and beyond their own time and place.

We want our students to leave us with creative and enquiring minds; making links between what is explored in the classroom and wider social, political and moral issues. We prepare our students to communicate accurately, with the ability to convey their ideas confidently and with respect for others.

### Knowledge Outline for KS3 English

- Students must have a confident understanding of Shakespeare with an understanding of more than one Shakespeare play and an awareness of how prolific and influential Shakespeare was within the heritage of English Literature.
- Students must be able to use varying linguistic and structural techniques in order to express themselves creatively. They must be able to identify and utilise these techniques with confidence.
- Students must have a wide, varied appreciation of poetry – not just from the Literary Canon, but from a multi-cultural perspective as well.
- Students must have read a minimum of 3 whole novels by the time they complete KS3. We have introduced three texts all from different genres in order to stimulate further reading. We have introduced: Dystopian novels, War fiction, Classic literature, Gothic literature to ensure that they are building their cultural capital.
- By the time a student leaves KS3 they must be able to write and interpret viewpoint pieces, news articles, persuasive pieces and to be able to write a balanced argument. A student will have strategies to spot fake news, and solid journalism which provides them with skills necessary to navigate the wider world.
- Our students should understand why language changes and how we communicate is in constant flux. They will understand about form and formality and will know which is appropriate.

## **By the end of KS3 students will know .....**

By the time a student leaves year 9, they will be able to interpret and contribute to the world around them by being able to read the explicit messages within a text, yet, understand the implicit messages hidden within it. They will be able to respond with a balanced, analytical and articulate use of the English Language.

A student will be aware and mindful that everything they read has a context, or a bias. They will be discerning readers of any text, and they will be mindful of the veracity of non-fiction writing. When reading for pleasure, they will have a broad experience of the literary greats and an open mind to modern texts or unusual perspectives.

By the end of KS3, a student will have had a wide exposure to texts from the English Canon, but also exposure to modern texts from a wide variety of genres. They will have experienced texts from several forms: plays, non-fiction, novels and poetry.

## Year 7

Year / term	Unit of work	Core Knowledge Year 7	Intent and Skills of Year 7 English	Assessment/Key Terms
<b>YEAR 7 AUTUMN TERM 1</b>	Introduction to RPS English	<ul style="list-style-type: none"> <li>Revises different styles of writing, following on from students' understanding and what they have been taught in primary school.</li> <li>Students will have the opportunity to complete descriptive writing, narrative writing, an article to inform, a letter and a persuasive speech.</li> <li>They will revise proof reading skills</li> <li>They will consider the impact of vocabulary choices, spelling, grammar and punctuation.</li> <li>They will consider the impact of linguistic devices.</li> <li>2020 update: They will complete the No More Marking national project as a way of establishing baseline data.</li> </ul>	<ul style="list-style-type: none"> <li>2020 Update: After a break in their learning due to lockdown and Covid 19 this unit is created with the intent of settling students in the classroom, studying something that is familiar to them, but also establishing our understanding of any gaps in their knowledge.</li> </ul>	No More Marking Project – an article explaining what they want their future job to be.  <u>Key Terms/Literacy:</u> Expository Descriptive Narrative Persuasive Informative
	Creative Thinking	<ul style="list-style-type: none"> <li>Students will consider the use of senses in their writing.</li> <li>Students will learn about stereotypes and avoid using them in their writing.</li> <li>Student will learn about duologues.</li> <li>By the end of the unit they will be mindful of their Point of View when creating their own writing.</li> <li>They will write poetry from unusual perspectives.</li> <li>They will create six-word stories</li> </ul> <p><b>Scholars Activities: Enter the BBC 500-word competition, join creative writing club and attend.</b></p>	<ul style="list-style-type: none"> <li>Students will have varied creative writing tools and be able to comfortably create a metaphor, simile and some personification. More able students may be able to extend their metaphor or include some alliteration and sibilance for effect.</li> </ul>	<ul style="list-style-type: none"> <li>A story entitled 'The Robbery'</li> <li>A story entitled: Who knew the world would end this way?  <b>Challenge:</b> Students can be as creative as they like and interpret these stimuli as they choose. This means students can write metaphorically or literally depending on ability.</li> </ul> <u>Key Terms/Literacy:</u> Metaphor Simile Adverb Adjective Personification Sensory Language Alliteration Point of View Perspective Effect

<p><b>YEAR 7 AUTUMN TERM 2</b></p>	<p>The History of the English language: Chaucer to present day</p>	<ul style="list-style-type: none"> <li>Students will understand where our language has come from and see how far it has changed.</li> <li>They will look at the etymology of words.</li> <li>They will explore what life was like in the middle ages.</li> <li>Students will look at The Canterbury tales and explore The Knight's Tale and the miller's Tale.</li> <li>Students will read and analyse Walter Raleigh's poetry.</li> <li>Students will read and analyse William Wordsworth's Daffodils.</li> <li>Students will learn about the Romantic poets</li> <li>Students will explore Victorian society with a focus on Charles Dickens and how he wrote about what he observed.</li> <li>Students will learn about a 19<sup>th</sup> Century attitude to Industrialisation and the pastoral.</li> <li>Students will explore features of spoken language.</li> </ul> <p><b>Scholars Activities: Visit The Globe in London or try and see a play, research the life of Charles Dickens, read a modern day version of 'Beowulf'</b></p>	<ul style="list-style-type: none"> <li>By the end of year 7 the basic form of analytical writing will be learned. There will not be the added details of alternative interpretation and context will only be natural for our mastering or top securing learners.</li> <li>Students will have a solid understanding of how our Language has evolved and be secure in the difference between spoken and written language.</li> <li>Students will be able to make predictions about a text using clues and inferences from the writer.</li> </ul>	<ul style="list-style-type: none"> <li>Piece of descriptive writing inspired by Chaucer.</li> <li>Piece of descriptive writing inspired by Dickens.</li> </ul> <p>Challenge: Those higher ability students will feel more confident in re-creating the style of writing. They will also be able to use extended metaphors, personification and structure to have an impact on the reader.</p> <p><b>Key words/Literacy:</b> Latin Norman/French Anglo Saxon Old English Early modern English Metaphor Simile Adverb Adjective Personification Sensory Language</p>
<p><b>YEAR 7 SPRING TERM 1</b></p>	<p>Shakespeare: An Introduction</p>	<ul style="list-style-type: none"> <li>They will know several key dates and facts about Shakespeare's life</li> <li>Student undertake a research project on Shakespeare and they will know how to research and plan their own time.</li> <li>They will learn about the Globe and the traditions of performance.</li> <li>They will understand the conventions of a tragedy.</li> <li>They will understand the typical conventions of a comedy.</li> <li>They will be able to use their knowledge of a Shakespearean character to build on Shakespeare's stories and write creatively themselves.</li> </ul> <p><b>Scholars Activities: Go and see a play at The Globe in London.</b></p>	<ul style="list-style-type: none"> <li>Students will have a solid understanding of Shakespeare's world and the way he made his plays. They will understand the literary traditions of The Globe and they will have a working knowledge of several plays, although they will not have read them fully.</li> <li>By the end of year 7 the basic form of analytical writing will be learned. There will not be the added details of alternative interpretation and context will only be natural for our mastering or top securing learners.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Write a modern-day interpretation of 'A Mid-Summer Night's Dream'.</li> <li>A re-imagining of Caliban.</li> </ul> <p><b>Challenge:</b> Students can select one of a range of different formats for each part of their assessment. This means that more able students may wish to select an unexpected or unusual style of writing to display their skills.</p>

				<p><b>Key Terms/Literacy</b></p> <p>Soliloquy          Aside          Iambic Pentameter          Stage directions          Shakespeare          Metaphor          Simile          Rhythm          Rhyme          Dramatic Irony          Effect          Context</p>
<p><b>YEAR 7          SPRING          TERM 2</b></p>	<p>Modern          Novel: The          Giver</p>	<ul style="list-style-type: none"> <li>• Students will study The Giver.</li> <li>• Students will learn what 'Dystopia' means, look at the genre, and understand what makes a dystopian novel.</li> <li>• Students will learn about different political regimes and learn some associated vocabulary.</li> <li>• Students will be able to make simple inferences from the writer's language choices.</li> <li>• Students will chart the development of a theme within a novel.</li> <li>• Students will be able to identify the changes within a character from the beginning to the end of a novel.</li> </ul> <p><b>Scholars Activities: Read the other novels in 'The Giver' series, find a book in the library with a similar theme to 'The Giver' (look for dystopian fiction), read an interview with a writer that you like, read a book from the Carnegie shortlist.</b></p>	<ul style="list-style-type: none"> <li>• Students will have read and analysed a whole fiction text. For many this will be their first text.</li> <li>• By the end of year 7 the basic form of analytical writing will be learned. There will not be the added details of alternative interpretation and context will only be natural for our mastering or top securing learners.</li> <li>• Although year 7 students will have a basic understanding of context and how it impacts our understanding of a text. This will be clear for older texts, but not so much with modern texts.</li> </ul>	<ul style="list-style-type: none"> <li>• How has the character of Jonas changed from the beginning of the book to this point? (Chapter 14)</li> <li>• Using evidence from the novel, offer your interpretation of what happened at the end of 'The Giver'.</li> </ul> <p><b>Challenge:</b> Students are now being assessed on analytical writing. More able students will be able to explore more challenging concepts and ideas and why the author has explored this message.</p> <p>The final question allows for more individual interpretation, which will be interesting for our more able students.</p>

				<p><u>Key Terms/Literacy</u></p> <p>Utopia Dystopia Context Genre Narrative Narrative voice Ethics Metaphor Simile Personification Sensory Language Adjective Adverb Clause</p>
<p><b>YEAR 7 SUMMER TERM 1</b></p>	<p>Argue your Case</p>	<ul style="list-style-type: none"> <li>• Student will be able to establish the difference between fact and opinion.</li> <li>• Students will learn the impact of their language choices – looking at emotive language and persuasive techniques.</li> <li>• Students will be able spot their tone and use formal and informal writing styles attempting to adapt various tones.</li> <li>• A student will be able to use a counter argument.</li> <li>• Students will learn the rules of debating and learn to articulate their ideas (spoken) formally and appropriately.</li> <li>• Student will draft and deliver a speech using persuasive techniques and be able to respond to questions about a topic of their own choosing (theme based)</li> </ul> <p><b>Scholars Activities: Find and read a review you disagree with, essay: ‘smart phones have made us less smart’ write a discussion arguing your point of view.</b></p>	<ul style="list-style-type: none"> <li>• Students will have learned how to take part in class discussion and how to form an intelligent and solid argument. More able students will be able to consider a counter argument.</li> <li>• Students will be able to make predictions about a text using clues and inferences from the writer.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a speech about the England football team Poppy Ban.</li> <li>• Writing their own speech.</li> </ul> <p><b>Challenge:</b> More able students will be able to use irony and sarcasm as well as structure to develop</p> <p><u>Key Terms/Literacy</u></p> <p>Personal/collective pronouns Rhetorical questions Opinions of Experts Statistics Emotive Language Rule of Three Anecdote Commands/Imperatives Exaggeration/Hyperbole Repetition</p>

<p><b>YEAR 7 SUMMER TERM 2</b></p>	<p>Unseen Poetry</p>	<ul style="list-style-type: none"> <li>• Students will be able to identify the form choices and explore Shape poems</li> <li>• They can look for and try to analyse the tone within a poem.</li> <li>• They will learn about different styles of poetry, for example Haiku, sonnet.</li> <li>• They are able to identify simple rhythm patterns</li> <li>• Students will have explored poems that use nonsense language and play with sound as a literary device. Learning about sibilance and assonance.</li> <li>• Students will learn about onomatopoeia, similes, symbols, zoomorphism, metaphor and personification</li> <li>• <b>Scholars Activities: Find a poem that you love and annotate it.</b></li> </ul>	<ul style="list-style-type: none"> <li>• By the end of year 7 the basic form of analytical writing will be learned. There will not be the added details of alternative interpretation and context will only be natural for our mastering or top securing learners.</li> </ul>	<ul style="list-style-type: none"> <li>• How does the poet present the people who live in the slum in 'Blessing'?</li> </ul> <p><u>Key Terms/Literacy</u></p> <p>Simile  Onomatopoeia  Alliteration  Personification  Metaphor  Adjectives and adverbs  Powerful verbs  Sensory language  Symbolism  Zoomorphism  Phonology</p>
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# Year 8

Year / term	Unit of work	Core Knowledge Year 8	Intent and Skills of Year 8 English
YEAR 8 AUTUMN TERM 1	Structure and Short Stories	<ul style="list-style-type: none"> <li>• Students use video stimulus to understand the art of short story telling.</li> <li>• Students will have a solid understanding of how a short story is structured and may be able to replicate features like juxtaposition and symbolism.</li> <li>• Students will be able to carefully consider the impact of their vocabulary and imagery choices.</li> <li>• Students will know about juxtaposition, foreshadowing and symbolism.</li> <li>• Students will understand linear and non-linear narratives.</li> </ul> <p>Students are able to explore how to create tension in their writing</p> <p><b>Scholars Activities: Visit a gallery or museum, find an artefact and use it to inspire some creative writing.</b></p> <p><b>Exposition, Rising Action, Climax, Falling Action, Denouement, Circular, Cyclical Structure, Didactic, Non-Linear, Flashback, Flash Forward, Foreshadowing, Symbolism.</b></p>	<ul style="list-style-type: none"> <li>• Students will be increasing their confidence with Shakespeare as they do a second text but with much greater depth.</li> <li>• Students will be starting to understand the impact of writer’s choices and their analytical paragraphs will start to include some contextual understanding as part of their analysis. This is making students add more perceptive understanding to the reception of texts over time.</li> <li>• Students will read a more complex novel, exploring mature themes. There is an option to explore a much deeper novel which will widen the student’s cultural capital –exploring the war from an unusual perspective.</li> <li>• Students will be starting to see texts in performance and will be aware of how different interpretations can impact a reading of a text.</li> <li>• Students will be widening their reading experience and they will experience a multicultural approach to many different forms.</li> <li>• Shakespeare will be taught by exploring one text in much more detail. Students will begin to look at the impact of Shakespeare’s language choices, and be able to see how he develops themes and ideas.</li> <li>• Their analysis of poetry will be more in-depth than in year 7 as we explore more complex poetic features.</li> <li>• Students will have a solid understanding of how a short story is structured and may be able to replicate features like juxtaposition and symbolism.</li> <li>• Students will be able to carefully consider the impact of their vocabulary and imagery choices.</li> </ul>
YEAR 8 AUTUMN TERM 2	Poetry Unit – Other Culture Poetry	<ul style="list-style-type: none"> <li>• Students will be exposed to poetry that is much more complex. Some from the Literary cannon.</li> <li>• They will be exposed to poetry from different cultures.</li> <li>• They will look at male and female writers.</li> <li>• Students will be increasing in confidence with onomatopoeia, similes, symbols, zoomorphism, metaphor and personification.</li> <li>• Students analysis become more technical as the impact of language and how it compares to other poems with similar themes is explored and analysed.</li> </ul> <p>Students learn about narrative poems and look at how poetry can exist beyond the time in which it was written.</p> <p><b>Scholars: Read a novel that has been translated, write your own poem inspired by one of the poems we have studied (draft and redraft it), find a poem you like and learn it off by heart, read an anthology of poetry.</b></p> <p><b>Key Terms/Literacy: Simile, Assonance, Sibilance, Anaphora, Oxymoron, Enjambement, Stanza, Onomatopoeia, Alliteration, Tone, Mood, Atmosphere, Intent and Message</b></p>	
YEAR 8 SPRING TERM 1	Modern Novel: The boy on top of the Mountain Option: The Salt to the Sea for challenge text	<ul style="list-style-type: none"> <li>• Students will study The Boy on top of the Mountain/ Salt to the Sea.</li> <li>• Students will learn about the context of the novel and look at other cultures and experiences beyond the United Kingdom.</li> <li>• Students will use inference skills.</li> <li>• Students will debate the deeper philosophical reasoning behind characters choices and writer’s themes.</li> <li>• Students will start to create PETER paragraphs which integrate contextual details as well as historical analysis</li> <li>• Students will write creatively based upon their knowledge of characters.</li> <li>• Students will chart the development of a character/ theme.</li> </ul> <p><b>Scholars: Read ‘Diary of a Young Girl’ by Anne Frank, Visit the Imperial War museum in London, Find and watch a film set in war times.</b></p> <p><b>Key Terms/Literacy: Structure, Perspective, Moral ambiguity, Representation, Cultural capital, Context, Foreshadowing, Motif, Extended Metaphor, Symbolism, Juxtaposition, Mood, Tone, Authorial Intent.</b></p>	
YEAR 8 SPRING TERM 2	Shakespeare Play: Othello	<ul style="list-style-type: none"> <li>• Students will be increasing their confidence with Shakespeare as they do a second text but with much greater depth. Students cover the whole plot, but study key extracts in detail.</li> <li>• Students will be starting to understand the impact of writer’s choices and their PETER/WHW paragraphs will start to include some contextual understanding as part of their analysis. This is making students add more perceptive understanding to the reception of texts over time.</li> <li>• Students will be starting to see texts in performance and will be aware of how different interpretations can impact a reading of a text.</li> </ul>	

		<ul style="list-style-type: none"> <li>Students will learn key vocabulary and techniques associated with Shakespearian tragedy.</li> </ul> <p><b>Scholars: Find a film of a Shakespeare play and watch it, find a character from a Shakespeare play and write a pen portrait, read a review of a Shakespeare play, create a stage set for one of the plays you have studied this year, find 5 members of RPS staff (who don't teach English) and ask them what their favourite Shakespeare play is.</b></p> <p><b>Key Terms/Literacy: Hamartia, Peripeteia, Hubris, Anagnorisis, Soliloquy, Iamb, Syllable, Aside, Dramatic Irony, Sympathy, Hero, Villain, Anti-Hero, Foil Character, Mirror, Tragedy.</b></p>	<ul style="list-style-type: none"> <li>Students will be growing in confidence with their drama performances and have a full understanding of the impact of costume, intonation and pace when delivering a speech or a performance.</li> <li>Students' writing should be more complex in their vocab and there should be an awareness of how sentence structure can manipulate a reader in both fiction and non-fiction.</li> <li>Students will be able to confidently use complex grammar features like colons and semi colons.</li> </ul>
<b>YEAR 8 SUMMER TERM 1</b>	Media Unit (exam revision)	<ul style="list-style-type: none"> <li>Students will learn some key media terminology: Audience, Bias Broadsheet, Connotation Editorial, Masthead Narrative, Objective Representation, Sensationalism Structure, Subjective Tabloid, Text</li> <li>Students will revisit and consolidate Fact and Opinion.</li> <li>Students learn what bias and objectivity is and how to recognise and use it to persuade.</li> <li>Students become analytical about how Tone is created through language choices. They will be able to recreate writing using certain tones.</li> <li>Student will analyse the effects of metaphors and similes in writing.</li> <li>Students learn about 'Fake News', how to spot it and where to find out real information.</li> <li>Students start to learn how to compare two articles based on meaning, language and techniques used. Students will be able to write solid comparative paragraphs.</li> </ul> <p><b>Scholars: Find a podcast about something we have learnt, create a podcast based on something you are interested in. find an article you disagree with write a 200 words response to it.</b></p> <p><b>Key Terms/Literacy: Audience, Bias, Broadsheet, Connotation, Editorial, Masthead, Narrative, Objective, Representation, Sensationalism, Structure, Subjective, Tabloid, Text</b></p>	
<b>YEAR 8 SUMMER TERM 2</b>	Studying A Play Noughts and Crosses	<ul style="list-style-type: none"> <li>Students will study a play and the conventions of form.</li> <li>Students learn about the context of the play and the impact of the writer.</li> <li>Students read a modern play and explore theme, characterisation and structure.</li> <li>Students will be starting to see texts in performance and will be aware of how different interpretations can impact a reading of a text.</li> <li>Students will be growing in confidence with their drama performances and have a full understanding of the impact of costume, intonation and pace when delivering a speech or a performance.</li> <li>Students will consider themes of prejudice and conflict.</li> </ul> <p><b>Scholars: Read or view a play of their choice, create a stage set for one of the plays you have read this year</b></p> <p><b>Key Terms/Literacy: Stage Directions, Performance, Directorial Choices, Audience Response, Dramatic Irony, Authorial Intent, Context, Intonation, Pace, Spacing, Costume, Set Design.</b></p>	

# Year 9

Year / term	Unit of work	Core Knowledge Year 9	Intent and Skills of Year 9 English
YEAR 9 AUTUMN TERM 1	Empathy	<ul style="list-style-type: none"> <li>Students learn about diversity within society</li> <li>Students read a wide variety of texts from writers from diverse backgrounds</li> <li>Students learn social and political perspectives and consider their attitudes towards them</li> <li>Students learn the ability to discuss and debate their opinions, using research and understanding other's viewpoints in order to develop and express balanced and open-minded opinions.</li> <li>Student explore various Points of view and learn to use empathy skills.</li> <li>Students built on listening skills as well as learning to contribute confidently and respectfully to the discussion.</li> </ul> <p><b>Scholars: Read any of the suggested further reading novels advised/suggested during the scheme.</b></p> <p><b>Key Words/Literacy: Representation, Bias, Authorial Intent, Fairness, Diversity, Sympathy, Empathy, Sub-Conscious Bias, BLM, Institutional Racism, Refugee.</b></p>	<ul style="list-style-type: none"> <li>Students are able to draw on an experience of at least 3 Shakespearean plays ahead of a close GCSE study.</li> <li>Exploring the context of a novel or a poem is an embedded and natural skill.</li> <li>Students will enjoy a classic American novel and learn about the context of the Great Depression and racial discrimination during 1920s.</li> </ul>
YEAR 9 AUTUMN TERM 2	Travel Writing	<ul style="list-style-type: none"> <li>Students cover a Travel Unit. Students will develop the skill that will help them approach non-fiction extracts.</li> <li>Recreating a writer's style using Bill Bryson as a model.</li> <li>Students will integrate creative writing skills in to their learning as they express their own ideas on travel.</li> <li>Students will explore Travel blogs</li> <li>Students will create travel advice</li> <li>Student will write to persuade.</li> <li>Students will create a written advert using persuasive skills.</li> <li>Students will explore the structure of an argument using techniques learned in year 8, consolidated, and challenged in year 9.</li> <li>Students will learn metacognition skills in order to prepare for an assessment.</li> </ul> <p><b>Scholars: Read a Bill Bryson Book, write a travel guide to a place you have been, find a range of travel adverts across time and explain how much they have changed, write a description of a place you would like to visit, find and watch a documentary about travel.</b></p> <p><b>Key Words/Literacy: Description, Sensory Language, Auditory Language, Audience, Purpose, Form and Formality, Layout, Heading, Subheading, Bullet Points, Bias, Perspective.</b></p>	<ul style="list-style-type: none"> <li>The writer's methods are acknowledged and students are cognisant of many complex features (ahead of GCSE study):             <ul style="list-style-type: none"> <li>Pathetic fallacy</li> <li>Symbolism</li> <li>Juxtaposition</li> <li>Structural choices and features</li> <li>Features of an Aristotelian Tragedy or a Shakespearean Comedy.</li> <li>Rhythm and Rhyme and the impact it can have on performance.</li> <li>Theme development</li> </ul> </li> </ul>
YEAR 9 SPRING TERM 1	Classic Literature: Of Mice and men	<ul style="list-style-type: none"> <li>Students will learn historical context details of The Great Depression and explore American history in relation to segregation and attitudes to race.</li> <li>Students will learn to integrate historical details into their PETER/WHW paragraphs.</li> <li>Students will learn about cyclical structure in a novel.</li> <li>Students will learn about character development.</li> <li>Students will be able to make analytical observations based on language choices and inference skills.</li> <li>Students will consider problematic portrayals of minority groups and how they have developed in a modern context.</li> </ul> <p><b>Scholars: Read the Grapes of Wrath or another Steinbeck novel, find the story of a real-life migrant worker in 1930s America.</b></p> <p><b>Key Words/Literacy: Context, Authorial Intent, Microcosm, The Great Depression, Civil Rights, Racism, Representation, Migrant Worker, Cyclical Structure, Symbolism, Motif, Tragedy.</b></p>	<ul style="list-style-type: none"> <li>Students are able to confidently decide Purpose, Audience and form conventions for non-fiction</li> <li>When writing a student can manipulate the Exposition, Rising Action, Climax and Resolution structure of a short story.</li> <li>Students can explore and create solid characterisation and setting and understand its role within a short story</li> </ul>

<p><b>YEAR 9 SPRING TERM 2</b></p>	<p>Heroes and Villains</p>	<ul style="list-style-type: none"> <li>• The purpose of this unit is to widen our students understanding of ‘story telling’. The key focus is Speaking and Listening skills and Writing skills.</li> <li>• Our aim is to promote an imaginative approach to creative writing and to encourage confidence in public speaking.</li> <li>• Students will be exposed to Greek Myths, 19th Century texts, Non-fiction texts, thus consolidating a wide range of genre experience.</li> <li>• Students will learn about structuring writing, and crafting engaging and compelling description.</li> <li>• Students will learn to identify and use persuasive techniques when writing or creating speeches.</li> <li>• Students will look at alternative narrative perspectives and be exposed to modern writer’s views on ancient literature.</li> </ul> <p><b>Scholars: Find a painting and write a description based on it, read a 19<sup>th</sup>Century novel.</b></p> <p><b>Key Words/Literacy: Grecian Hero, Mythical Characters, Classics, Hero, Villain, Tragic Hero, Tragedy, 19<sup>th</sup> Century, Archetypes, Byronic Hero.</b></p>	<ul style="list-style-type: none"> <li>• Students can analyse approaches and identify the methods of a writer when analysing a text/ poem/ article</li> <li>• Students will have a confident approach to public speaking and the ability to form a coherent argument and debate fairly within a group of people</li> <li>• Students will have the confidence to articulate their ideas in an analytical or creative way</li> <li>• Students emotional welfare is discussed and explored via the Growing Up unit. Students are given an opportunity to reflect on their own experiences and write creatively. There are many opportunities to pursue literature that may appeal to them within this unit.</li> </ul>
<p><b>YEAR 9 SUMMER TERM 1</b></p>	<p>In depth Shakespeare: Romeo and Juliet</p>	<ul style="list-style-type: none"> <li>• Students will have experienced a full Shakespearean text by the time they get to Romeo and Juliet.</li> <li>• Students will know about the context of the play</li> <li>• Student learn about the treatment of women during Elizabethan times.</li> <li>• Students learn to explore the development of a character across a play.</li> <li>• Students are able to identify language techniques associated with a character</li> <li>• Students learn to write more in-depth analytical paragraphs for a Shakespearean play.</li> <li>• Students see a play in production – looking at a modern interpretation.</li> <li>• Students learn about the features of Tragedy.</li> </ul> <p><b>Scholars: Read ‘Shakespeare on Toast’ by Ben Crystal, watch Westside Story and work out why we have asked you to.</b></p> <p><b>Key Terms/Literacy: Hamartia, Peripeteia, Hubris, Anagnorisis, Soliloquy, Iamb, Syllable, Aside, Dramatic Irony, Sympathy, Hero, Villain, Anti-Hero, Foil Character, Mirror, Tragedy.</b></p>	
<p><b>YEAR 9 SUMMER TERM 2</b></p>	<p>Poetry Unit</p>	<ul style="list-style-type: none"> <li>• Our aim in this unit is to expose students to wide range of cultural capital via poetry.</li> <li>• Students will practice the craft of language analysis on a varied range of poetry.</li> <li>• Students will be able to see the world through varied perspectives – poetry will include literary tradition as well as modern poems.</li> <li>• Students will be able to analyse poetry using complex terminology and be able to draw comparisons in both language styles, structure and form.</li> </ul> <p><b>Scholars: Choose one of the poets from the Anthology and read some of their other work.</b></p> <p><b>Key Terms/Literacy: Simile, Assonance, Sibilance, Anaphora, Oxymoron, Enjambement, Stanza, Onomatopoeia, Alliteration, Tone, Mood, Atmosphere, Intent and Message, Rhyme, Rhythm, Volta, Dramatic Monologue, Caesura.</b></p>	
		<p><b>Scholars:</b> Watch these TED Talks: <a href="https://www.ted.com/talks/harrison_scott_key_the_american_dream_value_menu">https://www.ted.com/talks/harrison_scott_key_the_american_dream_value_menu</a>  <a href="https://www.ted.com/talks/stephen_burt_why_people_need_poetry">https://www.ted.com/talks/stephen_burt_why_people_need_poetry</a></p> <p><a href="https://www.ted.com/talks/ann_morgan_my_year_reading_a_book_from_every_country_in_the_world">https://www.ted.com/talks/ann_morgan_my_year_reading_a_book_from_every_country_in_the_world</a>  <a href="https://www.ted.com/talks/mac_barnett_why_a_good_book_is_a_secret_door/upnext?referrer=playlistthe_power_of_fiction_1">https://www.ted.com/talks/mac_barnett_why_a_good_book_is_a_secret_door/upnext?referrer=playlistthe_power_of_fiction_1</a></p> <p>Watch another TED talk.</p>	